Early Childhood Montana Behavioral Initiative: Year Two Teams

Becky Beckner
University of Missouri
Columbia, Missouri Public Schools
rbeckner@columbia.k12.mo.us

Year Two Agenda

- Review & share progress to date
- Work on action plans
- More information...
 - Specific setting routines
 - □ Classroom management strategies
 - □ Data collection
 - □ Addressing resistance
 - □ Parent and community involvement
 - Small group targeted instruction
 - □ Introduction to FBA/BIPs

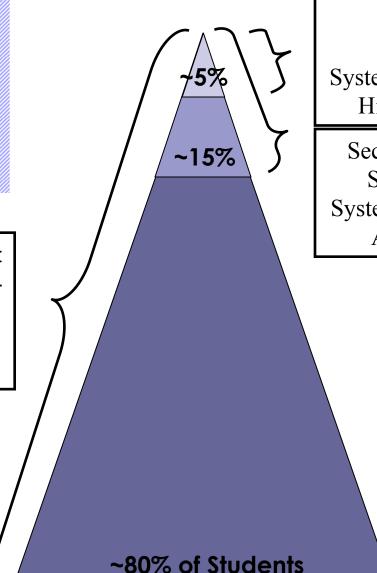
Outcomes

At the end of today, teams are expected to continue work on the action plan (Keep it handy and use throughout)...

- □ Review expectations & rules matrix
- □ Review reward systems
- Review instructional process-for staff and students
- □ Review and update data systems
- □ Review team process
- □ Discuss small group strategies

CONTINUUM OF MBI POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior

Social Competence & Academic Achievement

Supporting
Staff Behavior



Supporting Decision Making

Supporting
Student Behavior

Montana Behavior Initiative

Key Features of MBI

 Expectations for student behavior are defined by a building based team with input from all staff

 Effective behavioral support is implemented consistently by staff and administration

Appropriate student behavior is taught

Positive behaviors are publicly acknowledged

M

More key features...

- Problem behaviors have clear consequences
- Student behavior is monitored and staff receive regular feedback
- Effective Behavioral Support strategies are implemented at the program-wide, specific setting, classroom, and individual student level
- Effective Behavioral Support strategies are designed to meet the needs of all students

Universal Strategies: Program-wide

- Clearly defined expected behavior (matrix)
- Procedures for teaching expected behavior (lessons)
- Procedures for encouraging expected behavior (feedback)
- Procedures for discouraging problem behavior (continuum of consequences)
- Procedures for record-keeping and decision making

Universal Strategies: Classroom

- Establish behavioral expectations/rules
- Develop a consistent schedule
- Teach routines
- Give precorrects
- Encourage expected behavior with specific feedback
- Correct student behavior errors-reteach

Universal Strategies: Specific Settings

- Identify setting specific problem behaviors
- Develop teaching strategies
- Develop consequences
- Assess the physical characteristics
- Establish setting routines
- Identify needed support structures
- Monitor

Team Process—Effective Teams

- Conduct frequent, regularly scheduled meetings
- Identify recurring tasks and assign individuals to fill those roles
- Obtain support of administrator/s
- Prepare a well-planned organized agenda
- Stay 'on task' attend to the objectives of the meeting
- Establish and maintain a starting time and ending time

Team Process— Efficient Teams

- Pick an optimum meeting time
- Review master calendar to schedule meetings for the entire year
- Consider frequency, time, duration
- Give reminders of time and location
- Establish appropriate committees
 - Certain things can be done more efficiently by a committee with final approval by the team members.

м

Teams for Large Programs

- Leadership Team represents the entire program
- Each site has its own MBI Team with:
 - □ Facilitator/Coach
 - □ Secretary
 - □ Data Collector
 - □ Communication Reporter
 - □ Cheerleader/s

M

PBS Facilitators/Coaches at Head Start

- Facilitate building-level MBI Teams
- Attend monthly meetings with MBI consultants
- Take information back to train and support staff
- Topics include:
 - □ Basic information on MBI (Initial Training)
 - □ Universal supports such as the Teaching and Crisis Plans, feedback, use of social skills lessons, data collection, and use of consistent consequences
 - Adding targeted supports such as Mentoring, Teacher Assistance Teams, Brief FBA, writing a BIP, and how to request support for individual children from mental health consultants and/or special education
 - □ Utilizing the Mental Health Consultant as part of the MBI team

м

Team Brag and Borrow

- Create a poster showing your team accomplishments and struggles
- Possible items to discuss:

```
Your Blueprint Your matrix/lessons

Staff training Data collection Incentive program

MBI team work SET and other surveys
```

- Identify your biggest concern or goal for today.
- Pick a spokesperson
- After 15 minutes, hang your poster

M

Teaching Routines

- Used for transition times and basic activities that happen on a regular basis.
 - Examples: school entry, bathrooms, clean up, lining up, mealtimes
- Establish clear expectations for students and adults.
- Have you done the effective teaching plans?
- Plan, post and teach routines.



Develop Teaching Strategies

- Develop social skill lessons
- Tie to your matrix
- Provide multiple opportunities to practice
- Involve <u>all</u> staff (and students) in instruction





Teaching Behavior

Through MBI, inappropriate behavior is viewed as a skill deficit and instruction needs to occur.

Social skills training is more than taking advantage of "teachable moments."

Teaching behavior is used when a student needs to replace problem behavior with a more desirable behavior: what to do instead.

Two Types of Social Skill Deficits

- Skill deficits (cannot do)
 - Direct teaching approach
 - Coaching, modeling, behavior rehearsal
- Performance deficits (will not do)
 - Incentive-based management approach
 - Prompting, cuing, reinforcement
 - Prompted social initiations
 - Home and school rewards
 - Individual and group contingencies

M

Assessment of Social Skills

- Direct observation and ask significant others to determine if the student has...
- Skill based deficit
 - Provide strong incentive to observe if student can perform under such conditions.
- Performance based deficit—two types:
- Motivational deficit
 - Observe if student performs skill following introduction of motivational strategy.
- Discrimination deficit
 - Student frequently performs skill, but fails to perform under specific circumstances.
 - Oblivious to social cues or social demands of situation.

1

Social Skills Instruction

- Direct instruction
 - ☐ Skill based approach, especially for the tough kids
- Social problem solving
 - Strategy based approach-improving cognitive awareness and understanding of social situations through a range of alternative responses
- Opportunistic teaching (combined with two above)
 - □ Prompt students who have missed an opportunity to practice a skill
 - □ Provide correction when skill is incorrectly/inappropriately demonstrated
 - □ Debrief when student uses inappropriate behavior in place of appropriate social skill

Social Skill Areas

- Cooperation skills
- Assertion skills
- Friendship skills
- Empathy skills
- Self-control skills
- School & classroom skills

Lesson Components

- Rationale ~ rule for when to use the skill
- Teach ~ teach the rule
- Modeling ~ demonstrate the skill
- Role play ~ students practice the skill
- Performance feedback ~ praise and correction
- Review and test ~ assign homework

10

Small Group Skill Instruction

- Problem
 - ☐ Students get into arguments when playing games
- Goal
 - Students play games cooperatively
- Desired behaviors
 - □ Teach rules of the games and what to do if someone does not know the rules (e.g. ask someone to explain)
 - □ Determine procedure to decide who goes first (e.g. dice roll)
 - □ Remember to wait for turn
 - □ When game is over, say something nice to the other person (e.g. practice appropriate ways of winning and losing)



Small Group Skill Instruction

Problem

Students out of seat and moving while bus is in motion

Goal

Students stay in seat while bus is moving

Desired behaviors

- □ Student selects seat
- □ Sit with bottom on seat, face forward
- □ Remain in seat until bus comes to a stop at the bus stop

Individual Student Skill Instruction

- Problem
 - Student is swearing
- Goal
 - □ Use appropriate exclamations
- Desired Behavior
 - □ Teach the use of silence or replacement words (e.g. "Shoot" or "Wow")

**May need an incentive to get "buy-in."

м

Generalization Strategies

- During instruction
 - Use naturally occurring examples within the role plays.
 - □ Use naturally occurring reinforcers.
 - □ Use appropriate language.
 - Pinpoint activities in which students are likely to engage.
 - □ Target useful skills (skills likely to be reinforced by others).

.

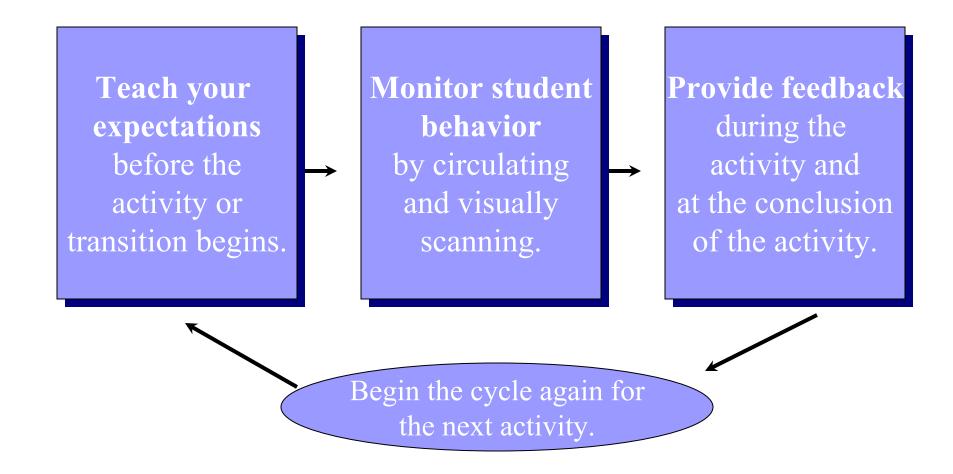
Generalization Strategies

- Provide a range of useful skill variations.
- Teach in the targeted setting.
- When teaching, include peers the target student is likely to encounter in the problem setting.
- Use a number of adults when teaching.
- Continue teaching for a sufficient amount of time.

Key Components of Behavior Instruction

- Teach the skill.
- Demonstrate the skill.
- Provide multiple opportunities for practice with feedback.
- Reinforce and encourage when students demonstrate the skill.

Teaching Lessons on Expectations



м.

Six Weeks of Training Camp

- At the beginning of the school year.
- Ensure ALL students can demonstrate the expected behaviors.
- Pair with incentives.
- Pick the most relevant lessons.
- Include lessons on community building.

Develop Consequences for Positive Behavior

- Specific verbal feedback using language of social skills through MBI
- "You are being safe, you are using your walking feet."

- Initial pairing with reinforcers / incentives-
 - -Group contingency (bees in the beehive)
 - -Individual (positive behavior form)
- Fade incentives, keep the feedback

Develop Consequences for Inappropriate Behavior

- Error corrections-point out the error and review the correct response
- "Our rule is to use our walking feet to be safe. Can you show me or do we need to practice?"
- Define problem behaviors and determine levels of consequences
- Uniform standards and outcomes for serious rule offenses
 - (Level 3 consequences)

м

Correct Student Behavior Errors

- "Emotion free" response
- More effective if students have been taught expected behaviors in advance
- Minimize attention other than signal of error
- Praise for appropriate behavior



A Closer Look at Active Supervision

- Research has shown that using <u>active</u> <u>supervision</u> and <u>precorrection</u> during problematic transitions leads to:
 - □ Significant effect on reducing problem behavior in transition areas

□ Increased number of supervisor interactions (not an increase in supervisors alone) with students resulted in decrease in problem behaviors

м

Give Precorrects

- Precorrects function as reminders
- Precorrects provide opportunities for students to practice
- Precorrects prompt students for expected behavior
- Precorrects are especially helpful before the teacher anticipates behavior learning errors

More About Active Supervision and Precorrection

Both must be consistently taught and used across transition settings.

What do they look and sound like?

Active Supervision Techniques

- Movement strategies
 - Circulate continually and unpredictably
 - □ Determine areas of circulation among supervisors
- Scanning techniques
 - □ Frequently and intentionally visually sweep the area to look for
 - Students who may have questions or need assistance
 - Students engaging in responsible behavior
 - Students engaging in inappropriate behavior
 - Other supervisors
- Establishing high rates of student contact



- Focus on teaching students to get attention through responsible behavior rather than misbehavior.
- Require adults to change the ratio of adult to student interactions from primarily negative to primarily positive



м.

Positive Feedback

- Feedback should be:
- Accurate
- Specific and descriptive
- Contingent
- Age-appropriate
- Given in a manner that fits your style

4:1 Ratio of Interactions

- Goal: each time you have a negative interaction with a student, tell yourself that you owe that student 4 positive interactions.
- Identify specific times during the day that you will give positive feedback.
- □ Schedule individual conference times.
- □ Scan the classroom, "searching" for appropriate behavior.
- Engage in frequent noncontingent positive interactions.

м.

Techniques to Improve Compliance

- Do not use a question format
- Get up close (proximity)
- Use a quiet voice
- Look 'em in the eyes
- Give them time
- Don't give multiple requests
- Make more start requests
- Verbally reinforce compliance
- Get up and move (active supervision)

Sustaining and Maintaining Effective Classroom Practices: Changing Teacher Habits

- Ongoing staff development
- Effective teaching plan
- Peer coaching-have teachers or MBI team members observe and give feedback to each other (teaching plan observation sheet)
- Mentoring-strong, fluent MBI staff available to discuss new ideas
- Supportive environment-MBI Support Group meetings

100

Data Collection Review

- MBI Blueprint Survey
 - Annual action planning
 - Internal decision making
 - ☐ Assessment of change over time
 - Builds Awareness of staff
 - □ Team validation
 - □ Use results to develop action plan

.

Other Team Data

MBI Team Quarterly Checklist

- Specific Staff Surveys
 - □ Target year's work
 - □ Split by job description
 - Address training needs and key features of MBI

Early Childhood Data Collection

- Behavior Incident Reports
 - Make changes to fit your program
 - □ Common definitions can go on the back
 - □ Data-decision rules about when to complete, when to send home
 - □ When to use them at all: level 3 consequences, data collection for referrals
- Behavior Flags
 - □ Simple, family-friendly



Early Childhood Data Collection

Behavior Checklists/Universal Screening(ESP, DECA, PKBS)

Requests for Support/Teacher referral (Secondary)

 Referrals to Mental Health/Special Education (Tertiary)

M

From Data Decision to Action Plan

Problem: Too many discipline referrals from the playground

Goal: Reduce discipline referrals from playground by 50%

Solution: Teach playground expectations and implement a reinforcement system.

10

Combating Resistance

- Remember the triangle
- Provide basic training-staff won't do what they don't know
- Add them to the MBI Team! ©
- Use your data, or mine:
 - Prior to training 3:1 ratio of negative to positive statements and concerns with escalating behavior
 - □ Basic and follow-up training on universals
 - Specific training to increase specific positive feedback and use of precorrection
 - 13 Head Start teachers observed across multiple settings in 7 classrooms (147 15-minute sessions)
 - □ Results: 2:1 ratio of positive to negative statements, significant decreases in reprimands and directives, decreased behavior problems (Stormont, Covington, & Lewis, Beyond Behavior, (2006), Volume15.3)
- Give them time

Team Time: Action Planning

- Each team is at a different place.
- Concepts to consider:
 - □ Is your matrix complete? Does it need revision?
 - Do you have lessons? Are they used? Training camp?
 - □ Have routines been taught and practiced? Are there procedures for doing so at the beginning of the year?
 - □ What is your procedure for encouraging expected behaviors? Do you use an incentive program?
 - □ Will you have your classroom teams complete the teaching plans?
 - Have you trained staff on the use of active supervision, precorrections, positive interactions, and MBI language?

×

Team Time: Action Planning

- MBI team efforts-
 - □ Do you meet regularly?
 - □ Are your meetings productive?
 - □ Is your team representative?
 - □ Do you have parent/s on the team?
 - ☐ How do you communicate with staff? (See newsletter)
 - □ What do you do for cheerleading?
 - □ Do you need to separate teams per building?
 - Do you need to reduce the number of buildings using MBI and start out slower?
 - Do you need to add peer coaching/mentoring or a support group?



Environmental Changes

- Think of Your Specific Settings:
 - □ Are there any environmental changes that might be helpful?
 - □ Consider areas of congestion or poor traffic flow – could anything be changed to improve these areas?
 - How does environment affect time students have to wait in line?

Establish Setting Routines

- Are routines clearly defined?
 - □ For students
 - □ For adults
- Are routines clearly posted?
- Have routines been explicitly taught in the specific setting?
- Has there been enough opportunity for practice?
- Are additional routines needed?

Teaching Social Skills

- Are there specific lessons for teachers to follow?
- Is time set aside to teach lessons?
- Do all staff teach lessons?
- Are lessons taught in classrooms and in specific settings?
- Are there enough opportunities for student practice?
- Are precorrect strategies provided to staff?

Consequences

- Are all staff giving specific verbal feedback using the language of your setting rules?
- Are your incentive procedures increasing or maintaining appropriate behavior?
- Is it time to start fading the incentives?
- Have staff agreed upon methods to correct minor errors?
- Are you using consistent and appropriate systems for serious rule offenses?

M

Data Needs

- Do you need to complete or update the MBI Blueprint as a team?
- What about the Quarterly Checklist?
- What did your EC-SET reveal?
- What processes do you have in place for collection of data:
 - both for team decision making
 - and for individual children?

Support Structures

- Have supervisory staff received training on:
 - Unique features of the physical arrangement of non-classroom settings?
 - Rules, routines, and expectations of each setting?
 - □ Active supervision techniques?
- Do we need to look at everyone's schedule to assist in nonclassroom settings?

Action Planning-Topics to Ponder...

- Matrix
- Teaching Lessons
- Setting Routines
- Incentives
- Teaching Plans
- Staff development on behavior management strategies

- PBS Team Process
- Data Collection-Team and Individual student
- Environmental Inventory
- Consequences
- Staff Communication
- Staff opinions
- Implementation Integrity

Parent Involvement

- Initially: share MBI overview information
- Discipline information: provide letter and Incident Report or other data collection tool at orientation
- Provide parent overview training (Family Night)
- Include information in parent handbook

100

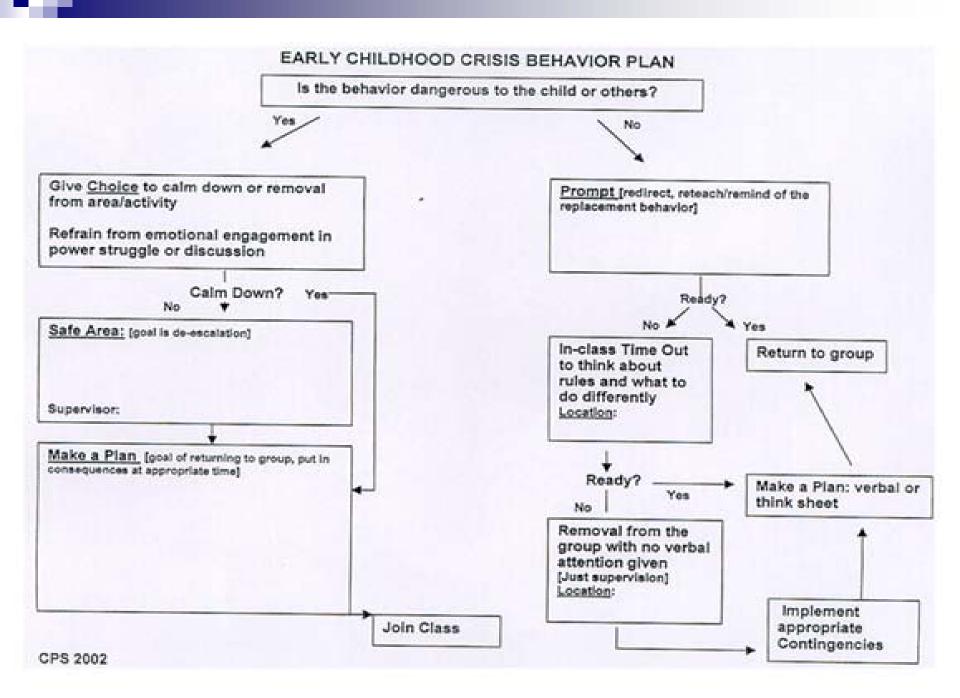
Parent/Community Involvement

- Parent/s on the MBI Team
- Community leaders on the MBI Team
- Sharing data
- Know the referral sources
- Parent Survey on MBI programming
- Parent Training on the use of MBI Universals in the home
 - □ Pilot project
 - □ Brochure



It is Time to Consider Targeted Small Group Interventions When...

- Universals are not sufficient to impact behavior (can tell who they are)
- Students display chronic patterns (according to your data)
- Concerns arise regarding a student's behavior



Basics of Targeted Small Group Interventions

- Attend to possible "function" of problem behavior: what is he after?
- Teach pro-social replacement behaviors and strategies (social skills)
- Plan maintenance & generalization strategies
- They are for children who need further support. They are not quick fixes.



The Basics of Behavior

Behavior is learned and replacement behaviors can be taught to replace them.

Every social interaction you have with a child teaches him/her something.

The Basics of Behavior

- Behavior communicates need
- Children engage in behavior/s to "get" what they find reinforcing or to "avoid" what they find aversive
- Need is determined by observing what happens prior to and immediately after behavior
- What do students get or avoid when they engage in problem behavior?

w

More Basics of Behavior

- There are functional relationships between behavior and the teaching environment
- "Functional Relationships"
 - When "X" happens, high degree of likelihood "Y" will result
 - Example: I can wait patiently for your to finish playing with the truck or I can take it from you.

Functional Relationships with the Teaching Environment-Following the Behavior

There are no universal reinforcers or aversives.

The environment "gives" something to maintain or increase the behavior; it is reinforcing to that individual



Following the Behavior

The environment allows the student to stop or be removed from the situation and the student behavior maintains or increases -- the situation the student is avoiding is aversive to that student

Functional Relationships with the Teaching Environment-Preceding the Behavior

 Events in the environment can "trigger" challenging behavior

Triggers serve as cues for the student to perform a behavior because the student can predict the outcome.

Targeted Small Group Interventions

- Intensive social skill instruction
- Mentors/Check-in
- Peer network
- Self-management
- Teacher Assistance Teams



Teaching Replacement Behavior

- Teach them what you want them to do instead and build environments that support appropriate behavior.
- That result in same/similar outcome
- That are more efficient than problem behavior at getting a need met
- Environment should not allow problem behavior to result in previous outcomes.



Mentoring

- Occurs when an experienced adult develops a personal relationship with a student through which the older adult or mentor encourages and guides the student.
- Part of a systems approach to providing critical intervention for students who:
 - □ Lack a role model
 - □ Experience academic failure
 - Maintain behavior with adult attention

м

Mentors...

- Official/non-official adult friend/confidant
- Persistent presence around the school
- Universally recognized
- Approachable
- Cheap/cost effective



Mentor's Role

To provide guidance, support, and encouragement for the student while modeling such skills as effective communication, empathy and concern for others, and openness and honesty

Commitment for entire academic year

Involve Personnel Who Have Contact With Students

- Teachers
 - □ suggest program type "best fit"
- Administrators
 - actively involved in scheduling, recruiting, and mentor selection
- Counselors
 - □ train mentors, troubleshoot problems, etc.
- Secretaries
- Cooks
- Custodians

Develop Activities and Procedures

- Determine length and frequency of mentor-student contact
 - Daily
 - □ Weekly
 - Monthly
- Activities should be planned in advance and placed on a schedule to be shared with participants

Example Mentor and Student Calendar of Scheduled Activities for the Year

Activities	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Identify mentors	Х	Х								
Identify students & teachers	Х	Х								
Select & prepare training materials		Х								
Match students with mentors		Х								
Provide orientation program		Х								
Meet with teachers & mentors to monitor matches and troubleshoot			Х		Х		Х		Х	
Parent/teacher/student dinner				Х						
Visit mentors' job sites with students					Х					
Field trip						Х				
Classroom activity							Х			
Spring funfest								Х		
Mentor/student picnic										Х



Orient Mentors

Before formal process begins:

- The mentor should understand roles and hold positive expectations
- Mentors must be aware of student needs and characteristics
- Determine individual student goals and outcomes

M

Ensure Good Match

- Good predictors of a good match
 - Personality
 - Race
 - □ Gender
- Most important
 - Mentor's ability to empathize

м

Mentoring Program Structure

- Data-based student selection
- Designed to meet the needs of repeat offenders who
 - Exhibit attention maintained behavior
 - □ Lack role models
 - □ Experience academic failure
- Obtain parent permission
- See the Mentor Program Forms

Mentoring Program Implementation Steps

- Provided 30 minute staff in-service
- Emphasized staff commitment and role:
 - □ Primarily a time commitment
 - □ Time to talk about student's interests, problems, background, etc.
 - Not responsible for schoolwork
 - Share confidentiality policies

м

Check-In

- An adult for the student to make contact with on a regular basis
 - Beginning of the day
 - End of the day
- Effective for students who seek adult attention

M

Peer Network

- Make use of peer relationships
- Role models for language use and social skills
- Partner responsibilities
- Facilitated play
- Train typically developing peers

Self-Management

- Should be planned and taught at the beginning of any behavior change program. Once new behavior has been successfully brought under teacher control and is demonstrated at a fluent rate, move to student control of behavior, or selfmanagement.
- Are more likely to succeed if the student is interested in changing his/her behavior and is motivated to work for specified contingencies.
- Must teach procedure and provide opportunities to practice.

.

Self-Management Strategies

- Teaching self-control: tuning into own behavior. Monitor and reinforce.
- Involve child in goals, criteria, consequences, and rewards.
- Break down into small steps.
- Age-appropriate forms.
- Teach how/when/what/why of responding.
- Teachers do 1st and then continue to monitor and cue.
- Kid-Tools

м

Request for Support

- Programs need a system to gather information about a student of concern.
- For children who may need more intensive services:

Collect data-incident reports, observations,

Request for Support Form (simple and quick, not just for behavior)

Paperwork to Mental Health Consultant or Teacher Assistance Team

**See Flowchart

M

Teacher Assistance Team Planning

- Standing committee with behavioral expertise and dedicated time (10 hours per week for 400 students)
- Determine members of expertise
- Confirm FBA hypothesis
- Develop PBS plan
- Develop measurement plan
- Assign tasks
- Create timeline for monitoring and review

ĸ.

Example: BUZ Team (Buddy Up Zone)

- Appointment made and paperwork filled out
- 4 different teams available each Friday
- Make-up: special education referral representative, behavior consultant, ECSE teacher, regular educator, speech pathologist
- Parent permission, preferred attendance
- For any area of concern (mostly behavior)
- Strategies from peers (see BUZ paperwork)
- Tentative hypothesis and RTI strategies
 OR observations and BIP
- Possible evaluation for special education

Another Example: TSAR Team (Teacher Support and Referral)

- Head Start buildings
- Appointment made and paperwork filled out
- One Friday per month, 2 appointments
- Parent permission, preferred attendance
- Make-up: HS staff, ECSE teacher, behavior consultant, speech pathologist, HS mental health consultant
- All areas of concern
- Continuum: strategies to evaluation referral

Team Time! More Action Planning

- Start where you left off, or...
- Plan for parent/community involvement
- Address crisis plans
- If you have small group Interventions in place in your program, discuss their effectiveness
- If you do not have small group Interventions in place or are not pleased with the outcomes, discuss what you would like to see done differently and how this can be accomplished utilizing a system's approach (mentors, check-ins, etc)
- Teacher Assistance Teams

Individualized Systems for Students with High-Risk Behavior: BRIEF Overview

- Individuals with Disabilities Education Act (IDEA)
- IDEA applies only to students with disabilities
- Functional Behavior Assessment (FBA)

10

How does this relate to MBI?

- IDEA efforts & MBI efforts are not autonomous activities
 - Individual plans completed for MBI can be part of IDEA activities when IEP team takes part
 - Individual plans completed for student IEPs can incorporate MBI principles
 - □ The need for a BIP or PBS plan as part of the IEP is an IEP team decision

Systems for Individual Students

- Quick, supportive response to teacher
- Students with chronic challenging behavior beyond the capacity of single adult
- Multiple students displaying similar behaviors = system issue
- Understand how behavior is "functionally" related to the teaching environment (FBA)

M

The Function of Behavior

We determine what the desire is by observing what happens before and after and what the child got.

A social skill is the use of a strategy that gets your wants and needs met.

A child can shape our behavior by displaying noncompliance/defiance and watching/noticing the reaction.



Functional Assessment

- "A process for gathering information used to maximize the effectiveness and efficiency of behavioral support" (O'Neill et al., 1997)
 - Operational definition of behavior
 - Identification of events that are functionally related to behavior
 - □ Identification of consequences that maintain behavior
 - □ Hypothesis about function of behavior
 - □ Direct observation to confirm/support hypothesis

When To Conduct a Functional Assessment

- When a student exhibits a pattern of challenging behavior
- When a change in placement is made as a result of a school "discipline" procedure
- When the current behavioral intervention plan is not changing the pattern and/or outcome of behavior

м

More of the Basics: Behavior

- Describing behavior (operational definition)
 - □ Frequency-how often?
 - □ Topography-what does it look like?
 - □ Locus-where?
 - □ Duration-how long?
 - □ Latency-time between prompt and behavior?
 - □ Force or intensity-strength?

Functional Behavior Assessment

- Pre-assessment (TA Team)
- Interviews/questionnaires
- Rating scales
- Direct observation
- A-B-C
- Checklists
- Trial periods with strategies

Functional Behavior Assessment Outcome

Develop hypothesis statement regarding the likely functions of the problem behavior and the context (social and environmental conditions) in which it is most likely to occur.

Hypothesis

■ When this occurs.... (demand)

■ The student does.... (hits)

■ To get/avoid... (avoid compliance)

м

Functional Behavior Assessment: Common Hypotheses

- Receive attention from adults & peers
- Receive tangible objects or access to preferred activities
- Avoid interaction with adults & peers
- Avoid tasks or responsibilities



Functional-Based Interventions

- Teach replacement behavior that results in same/similar outcome
- Environment should not allow problem behavior to result in previous outcomes
- Replacement behavior should be more efficient than problem behavior



Positive Behavior Support Plans

- Describe what behaviors are expected of the student and how they will be taught and supported
- Describe the changes in the environment that are designed to alter a student's behavior
 - Describe what adults will do differently in an effort to alter what the child does
 - Describe what academic, schedule, etc. changes will be made to support new behavior



- Less effective, by neutralizing setting events and removing antecedents that prompt problem behavior
- Less efficient, by selecting replacement behaviors that require less effort to access reinforcers than problem behavior
- Less relevant, by decreasing access to consequences that maintain problem behavior and increasing access to consequences that maintain acceptable behavior

(Sugai, Lewis-Palmer & Hagan, 1998)

Building Positive Behavior Support Plans

- Selecting intervention
 - The competing behaviors pathway
- Writing behavior support plans
 - Operational descriptions
 - Summary statements
 - □ General approach
 - □ Key routines
 - Monitoring and evaluation

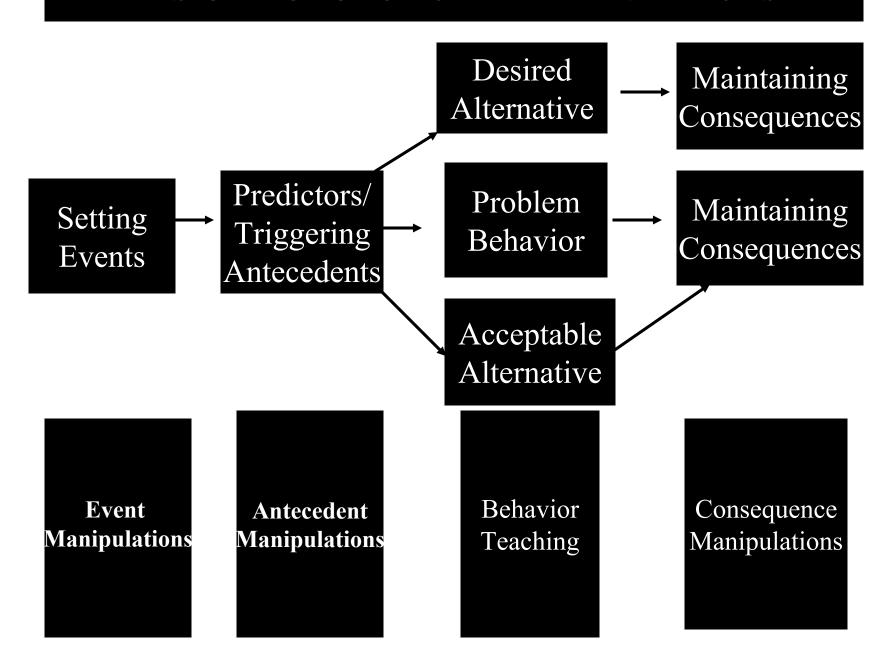
Selecting Intervention: Competing Pathway

 Diagram the functional assessment outcome/hypothesis

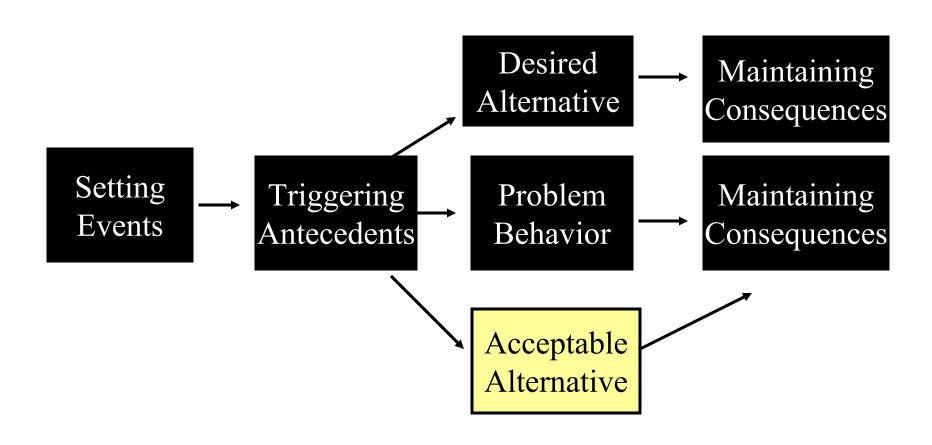
Define alternative or competing behaviors

Select intervention procedures that will allow the student to meet "functional" need through a pro-social skill

DESIGNING FUNCTIONAL INTERVENTIONS



Define Alternative or Competing Behavior



Design Intervention

Setting events

- Triggers
- Replacement/alternative behavior
- Maintaining consequences
- See the EC-Behavior Improvement Plan

M

Setting Events

- Events which happen outside of where we observe (distant events):
 - Argument with parent or sibling at home
 - □ Previous upset
 - No breakfast
 - Exclusion on playground
 - □ Past failure with subject matter
 - Unsupervised situations
 - Bus ride

v

Setting Event Interventions

- What are ways to change the context to make the problem behavior inefficient?
 - Clarify rules & expected behavior for whole class (program-wide system)
 - Precorrection
 - ☐ Student self-management sheet
 - □ Seating arrangement
 - □ Schedule changes
 - □ Debrief prior to start of activity

10

Predictors/Triggering Antecedents

- Something which increases the probability that the problem behavior will occur
 - □ Person
 - □ School task
 - □ Told to do something
 - □ Told to wait for something
 - □ Time of day
 - Limited access to preferred activities
 - □ Verbal confrontation

.

"Trigger" Interventions

- What are ways to prevent the problem behavior?
 - □ Reminders/precorrects
 - Extra assistance when struggling
 - Behavior rehearsal
 - □ Social Stories
 - □ Task modification to prevent frustration
 - □ Self-monitoring
 - □ Changes in adult ratio of directives/positives

.

Teach Replacement Behavior

- Function = Receives Attention
 - Social skills that access attention appropriately
 - Social skills that delay access to desired objects or events
- Function = Escape
 - Social skills that access assistance with difficult tasks
 - □ Social skills to avoid negative adult and peer interactions



Maintaining Consequences

 Magnitude of reinforcer for pro-social replacement behavior must equal or exceed current maintaining consequence

 Environment cannot continue to reinforce the problem behavior

Positive Behavior Support Plans

- BIPs should be individualized. Use a child's interests, learning styles, communication modes, developmental level, and what motivates her during creation.
- You may have to "meet the child where she is." Start with accepting a facilitated response/appropriate action and move to independent behaviors with delayed reinforcement. EXAMPLE: 'All done."

**May have to use hand over hand facilitation initially-put it in the BIP.

Intervention & Support Strategies-adult attention seeker

Event Manipulations

Schedule independent or small group work after whole group Activities involving active participation and group response

Antecedent Manipulations

- Check in frequently with student during work periods.
- Precorrect student on appropriate way to ask for teacher help/attention
- Design lessons to provide more whole group response/ active participation

Behavior Teaching

- Re-teach class rules and routines that address 'in seat' and 'class movement'
- Teach student how to request teacher help / attention
- Teach student how to tolerate delays in getting attention

Consequences Manipulations

- Ignore out of seat requests for assistance
- Respond immediately if he asks appropriately for teacher attention



Possible Replacement Skills

- Ask for a break
- Say "all done"
- Ask for help
- Ask for a turn
- Ask for a hug
- Identify and express feelings

- Use support to follow rules
- Anticipate transitions
- Say "No"
- Take turns
- Invite others to play
- Use a picture schedule



BIP Example

The Old Way:

Joe is asked to sit at circle.

Joe screams and resists.

Teacher allows Joe to leave so she can do the activity.

The New Way:

Joe is asked to sit at circle.

Joe asks for a break.

Teacher allows Joe to leave so she can do the activity.

.

Let's do an example:

■ FBA:

- □ Operationally define the behavior
- What are the setting events?
- What are the triggers for the behavior?
- □ What maintains the behavior/predicts it will happen again?
- What is the hypothesis?

BIP:

- □ Prevention strategies
- □ Teach replacement behavior, practice, give feedback
- □ Incentive system to fade
- Modify the environment
- □ Alter the responses
- Data collection/monitoring

м

Long Range Planning

- MBI Quarterly Checklist
 - □ What have you accomplished this year?
 - □ What do you need to tackle next year?
- Training for staff: consider modules on
 - www.csefel.uiuc.edu (The Center on Social and Emotional Foundations for Early Learning)
 - www.challengingbehavior.org (The Center for Evidence-Based Practice: Young Children with Challenging Behavior)
- Training in FBA/BIPs for certain staff members